DOCUMENT RESUME

ED 253 514 SP 025 707

AUTHOR Watchke, Gary
TITLE State Steps toward Educational Improvements. Informational Bulletin 84-IB-3.
INSTITUTION Wisconsin State Legislative Reference Bureau, Madison.
PUB DATE Aug 84
NOTE 33p.
PUB TYPE Reports - Descriptive (141) -- Legal/Legislative/Regulatory Materials (090)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Change Strategies; Curriculum Development; *Educational Improvement; *Educational Policy; Elementary Secondary Education; Graduation Requirements; National Surveys; State Action; *State Legislation; Teacher Effectiveness
IDENTIFIERS *Wisconsin

ABSTRACT

This bulletin highlights state initiatives addressing education problems, examines new laws, updates the state of Wisconsin's activities to improve the quality of its education, and concludes with an annotated list of nine publications on educational reform that are available from the Wisconsin Legislative Reference Bureau. Information is included on: (1) educational changes in selected states (Arkansas, California, Florida, Tennessee, and New York); (2) authorization and appointment of education task forces in the states; (3) recent curriculum improvements in the states; (4) recent changes affecting teacher quality in the states; and (5) legislative actions and task forces created by the Wisconsin legislature in 1983. Focus in the report on Wisconsin is on the enactment of two laws: one mandating graduation credit requirements, the other on public school curriculum requirements. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SCOPE OF INTEREST NOTICE
The Eric Facility has assigned this document for proccesing to: SP
In our judgment, this document is also of interest to the Clearinghouses noted to the right. Indexing should reflect their special points of view EA

ED253514

The State of Wisconsin

LEGISLATIVE REFERENCE BUREAU
201 North, State Capitol
Madison, Wisconsin 53702

Telephone Area Code 608
Reference: 266-0341
Bill Drafting: 266-3561

Dr. H. Rupert Theobald, Chief

STATE STEPS TOWARD EDUCATIONAL IMPROVEMENTS

Informational Bulletin 84-IB-3

August 1984

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
T Johnston
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SP Q25 707

STATE STEPS TOWARD EDUCATIONAL IMPROVEMENT

Table of Contents

		Page
I.	SUMMARY	1
	A. Action in the States	1
	B. Action in Wisconsin	1
II.	HIGHLIGHTS OF EDUCATIONAL CHANGES IN SELECTED STATES	2
	A. Summary	2
	B. Arkansas	3
	C. California	4
	D. Florida	5
	E. Tennessee	7
	F. New York	9
III.	EDUCATION TASK FORCES IN THE STATES	10
	Table 1: Education Task Forces in the States	11
IV.	RECENT CURRICULUM IMPROVEMENTS IN THE STATES	15
	Table 2: Recent Curriculum Improvements in the States	15
	Table 3. High School Graduation Course Requirements in the 50 States	16
V.	RECENT CHANGES AFFECTING TEACHER QUALITY IN THE STATES	18
	Table 4: Recent Teacher Quality Changes in the States	19
VI.	UPDATE ON WISCONSIN	20
	A. Legislation in the 1983 Wisconsin Legislature	20
	B. Task Forces Created	24
	C. Other Recommendations	27
	Table 5: Education Recommendations of the Governor and the State Superintendent	28
VII.	ANNOTATED BIBLIOGRAPHY	28

STATE STEPS TOWARD EDUCATIONAL IMPROVEMENT

I. SUMMARY

A. Action in the States

The reaction of the states has been surprisingly responsive to the studies published in 1983 decrying an allegedly dismal quality of education in the United States. Recent figures indicate that approximately 275 state-level task forces have been appointed to study assorted educational problems.

Many states have already gone beyond the study group phase and have implemented educational reform measures. These changes, often initiated by the state legislature or the state education department, have been varied, ranging from tougher high school graduation requirements and curricula requiring more science and mathematics to increased teachers' pay, more stringent teacher certification requirements, and career ladders for teachers.

The National Commission on Excellence in Education, whose report, *A Nation at Risk*, helped to create the alarm over education, has issued a follow-up report on the results to date. Noting that almost every state has taken steps to improve its educational system, *The Nation Responds* called attention to a number of states that have adopted major reforms such as more stringent academic standards and merit pay for superior teachers or career ladder programs.

Although almost every state has been caught up in this educational reform movement, only a few states have actually enacted comprehensive legislation to date. The programs enacted in Arkansas, California, Florida and Tennessee have been particularly noteworthy. In addition, New York adopted a more stringent plan for graduation requirements by action of the State Board of Regents.

B. Action in Wisconsin

In Wisconsin, the response has been essentially twofold: enactment of 2 new laws and the creation of several task forces. The Legislature enacted into law a measure requested by Governor Anthony Earl establishing statewide graduation credit requirements. It marked the first time that the state has ever mandated graduation credit requirements. Another bill enacted into law replaced with general educational goals and expectations many of the public school curriculum requirements specified by statute law.

Governor Earl, at a bill-signing ceremony for the above 2 measures, stated that he hoped these enactments were just the beginning and that additional educational reform legislation could be enacted in the near future.

In January 1984, State Superintendent of Public Instruction Herbert Grover's Task Force on Teaching and Teacher Education issued its final report, which contained a number of recommendations to improve the quality of teaching in Wisconsin.

Governor Earl's School Finance Task Force is scheduled to submit its final report in October 1984, while UW President Robert O'Neil's Task Force on Teacher Education hopes to meet a November 1984 target date for issuance of its final report.

In June 1984, Governor Earl and Superintendent Grover jointly established the Study Commission on the Quality of Education in Metropolitan Milwaukee Public Schools. A final report from this commission is expected in June 1985.

This informational bulletin highlights state initiatives addressing education problems, examines new laws, updates Wisconsin's activities to improve the quality of its education, and concludes with an annotated bibliography that identifies publications on educational reform that are available on

---

Prepared by Gary Watchke, Research Analyst.

loan from the Legislative Reference Bureau. These publications should prove helpful to anyone interested in pursuing this subject in greater depth.

II. HIGHLIGHTS OF EDUCATIONAL CHANGES IN SELECTED STATES

A. Summary

1. Recent State Legislation on Educational Reform

A number of states have recently enacted legislation to implement some of the suggestions for education reform by the national studies. According to *State Government News* (February 1984):

7 states (Arkansas, California, Connecticut, Florida, Indiana, Mississippi, and Pennsylvania) have raised state taxes for educational purposes;

5 states (Florida, Georgia, Illinois, Mississippi, and North Carolina) adopted either merit plans or master teacher programs;

4 states (Florida, Georgia, Mississippi, and North Carolina) funded teacher raises;

2 states (California and Florida) strengthened graduation requirements;

1 state (Arkansas) became the first state to authorize basic skills testing for *all* teachers.

2. Council of State Governments' 1984 Education Reform Survey

The May 1984 issue of *State Government News* summarized the highlights of a recent Council of State Governments' (CSG) state-by-state survey of educational reforms.

As measurement criteria, CSG utilized the 5 areas of improvement suggested by the National Commission on Excellence in Education in *A Nation at Risk*. Those 5 areas are: 1) content, 2) standards and expectations, 3) time, 4) teaching, and 5) leadership and fiscal support. The following is a review of the CSG survey's highlights.

Content — Thirty states indicated that they have strengthened graduation requirements. Mathematic and science curriculum improvements were being made or were under consideration in all the states responding to the survey. Half of the states indicated that rigorous programs in the arts and vocational education were being implemented.

Standards, Expectations — One-half the states claimed that many of the commission's proposals for raising school standards have been met. For example, 23 states adopted new standards and higher expectations for academic performance and conduct, while 13 others claimed to be adopting such in the near future. Standardized achievement tests are fully implemented in 34 states. Textbooks and other learning materials have been upgraded and improved in over half of the states responding to the survey.

Time — Although longer school days and years have met with considerable resistance from most states, over half of the states indicated that emphasis is on improving the *time spent in class*. Administrative burdens on teachers have been lessened considerably in 11 states, while other states are also moving in that direction.

Teaching — Of the states surveyed, most claim that they have sufficiently high educational standards for teachers. Over half of the responding states require new teachers to prove competence in their academic field, while additional states are working on it. Although teachers' pay has been raised in 30 states during the past year, a majority of states responding to the survey do not believe that teacher salaries are as yet "competitive, market-sensitive, performance-based, or tied to effective evaluation with peer review". Only a handful of states have adopted 11-month teacher contracts or career-ladder programs.

Leadership, Fiscal Support — Many states are providing some form of professional development opportunities for principals and superintendents. In approximately one-half the states, school boards are developing leadership skills in the schools or at the school district level. In addition, one-half of the states responding indicated that reforms suggested by the National Commission on Excellence in Education were being incorporated into state educational policies and fiscal planning.

This study will not attempt to identify all the changes being made by the states in their educational systems. What follows, however, is a more detailed look at several of the states that have recently enacted major educational reform legislation. They include Arkansas, California, Florida and Tennessee. The changes adopted by the New York State Board of Regents in its "Action Plan" are also noted.

B. Arkansas

Arkansas was one of a handful of states that enacted major educational reform legislation during 1983. Included among those bills enacted during the 1983 Extraordinary Session were measures relating to education finance reform, a pupil competency-based education program, a teacher-testing program, and establishment of minimum standards for all public elementary and secondary schools.

The *School Finance Act of 1984* (Act 34) revised the state school aid formula so that redistributed state aid will favor poorer school districts. The act was an effort to comply with an Arkansas Supreme Court ruling that the existing state aid system was unconstitutional.

The *Competency-Based Education Act of 1983* (Act 54) was intended to insure that all students achieve a level of mastery of basic skills and included the following:

(1) The State Board of Education must adopt standards for basic skills in reading, mathematics, and language arts for grades 1-8 and in social studies and science for grade levels 6-8.

(2) Basic competency tests developed by the Department of Education in reading and mathematics will be given to all third-grade students.

(3) Basic competency tests in reading, mathematics, science, social studies and language will be given to all sixth-grade students.

(4) Beginning with the 1986-87 school year, basic competency tests in reading, mathematics, science, social studies and language arts will be given to all eighth-grade students. In the school year 1987-88, and annually thereafter, no student who fails to score at or above the level of mastery of basic skills will be promoted to the ninth grade. The eighth-grade test will be administered on 2 additional testing dates between June 1 and August 31 of each year for those students who fail to achieve mastery level performance on the initial administration of the competency test. Each district must provide the opportunity for supplemental instruction between June 1 and the final testing date for those students who fail the initial test.

(5) The policy of the state is that at least 85% of the students in each school and school district at each grade level at which basic competency tests are administered must score at or above the level of performance established for mastery of basic skills. If a school district fails to achieve reasonable progress in improving student performance on basic competency tests within 2 years, the State Board of Education may suspend the district's accreditation.

A *Teacher Testing Program* (Act 76) provided:

(1) During the 1984-85 school year, all certified school personnel will undergo testing of their functional academic skills, including, but not limited to, reading, writing and mathematics. The State Board of Education sets the expected level of performance on such tests.

(2) Teachers whose performance on such tests falls below the expected level are required to undergo remedial education to overcome such deficiency. Individuals who fail the skills test must submit to further testing within one year, or sooner if requested by the person taking the test.

(3) Teachers passing the functional academic skills test are considered proficient in functional skills and may not be required to take any more tests.

(4) A teacher who fails to complete the test satisfactorily is ineligible for recertification until the test is passed.

(5) During the 1984-85 school year, all certified personnel must take a nationally recognized test designated or developed and validated by the State Board of Education in the subject area in which

certified *or* take not less than 6 hours of academic course work at a college or university and attain a 3.0 grade point average. The course work must be senior or graduate level courses in the individual's area of certification.

Any teacher or administrator who took the Educational Testing Service's National Teacher Examination (NTE) subject area test in his or her area of certification after January 1, 1980, and scored at a satisfactory level, is exempt from this requirement.

(6) Any teacher or administrator who fails to take the test or fails to comply with the educational alternative shall not be eligible for recertification after June 1, 1987.

(7) Scores received by individual teachers and administrators are not available to the public, but reports may be prepared by the school districts or the Department of Education giving the results of teacher scores on a school district or statewide basis.

Quality Education Act of 1983 (Act 445) provided for the establishment of minimum standards for all accredited Arkansas elementary and secondary schools in the state. Failure to meet these minimum standards and related requirements, as promulgated by the Department of Education, will result in closing of the school or annexation to another school district or districts.

C. California

California was one of the states that enacted major educational reform legislation during 1983. More than 80 changes in the education code were enacted by Chapter 498 of the 1983 Laws of California. They provided for new requirements for high school graduation, increased beginning teachers' salaries, ended lifetime teacher certificates, allowed school districts to establish "teacher mentors", made disciplining and dismissal of teachers easier, and extended the length of the school year.

For a complete understanding of this comprehensive measure, a reading of the entire act is advised. A few of the major provisions of the act are:

1. Strengthening Graduation Standards and Improving Course Offerings

Requires the following courses: 3 years of English; 2 years each of mathematics and science; 3 years of social science, U.S. and world history, and culture and economics; 1 year of fine arts or foreign language.

Requires the superintendent to develop a course in computer education.

Guarantees to all students the opportunity to take college preparatory courses and to acquire entry level employment skills.

Institutes Golden State High Achievement Tests for seniors to obtain honors at graduation.

Provides mini-grants to teachers to improve classroom instruction.

Institutes summer schools for mathematics, science and other critical academic areas.

2. Lengthening School Year and School Day

Provides incentives to school districts to extend school year from 175 to 180 days.

Provides incentives to school districts to lengthen the school day including a 6-period high school day. (Although the initial funding for these 2 programs was vetoed by the Governor, a new 1984 appropriation bill (Senate Bill 1128) was awaiting gubernatorial action in July 1984.)

Prohibits any reduction of instructional time below 1982-83 levels.

3. Attracting and Retaining Quality Teachers and Administrators

Requires candidates obtaining credentials after September 1, 1985 to complete 150 hours of continuing education within each 5-year period to retain their credentials.

Creates a teacher-mentor program linking mentors with beginning teachers who need assistance and pays an annual stipend of $4,000 to such mentors.

Creates a college loan assumption program in critical teacher-shortage areas, particularly mathematics and science.

Increases teachers' salaries by 30 percent over 3 years.

Funds training programs to improve principals' skills in evaluating and assisting teachers.

4. Improving School Personnel Management Practices

Requires local school board to establish policies for certifying administrator competence to evaluate teachers, for training new teachers, and for parent grievance procedures.

Gives school districts discretion in dismissing probationary employes during the first 2 years on the basis of district-determined criteria.

Allows school boards to make exceptions to the seniority rule for purposes of layoffs, reassignments and rehiring of certified staff.

Allows districts to lay off personnel when changes in state law modify the curriculum.

Allows districts to require continuing education for teachers who receive negative evaluations.

5. Enriching School Programs and Educational Options

Creates the California Academic Partnership Program to provide grants to colleges and universities for assisting secondary schools with critically needed instructional improvement.

Reestablishes a strong academic and career counseling program and assures that every tenth-grade student receives an individual record review and appraisal of his or her educational options. Increases special funding of continuation schools for high school students and expands access to and financing of opportunity classes for 7th-9th-grade students.

6. Improving the Efficiency and Coverage of Categorical Programs

Requires that 85% of categorical funds go to direct services for students.

Expands local district authority to use categorical aid on a school-wide basis.

Requires maintenance of economic impact aid funding in secondary schools and allows waivers of any education code laws or regulations to improve pupil services in schools receiving economic impact aid funds.

7. Strengthening School Authority Over Student Discipline

Provides for mandatory expulsion or suspension for serious violations and increases the number of administrators authorized to suspend pupils.

Prohibits students suspended from one class from being placed in another.

Provides teachers with authority to require suspended students to do make-up work.

Requires districts to adopt policies enabling teachers to fail students for excessive absences.

Requires notification of parents of truant students that they may be in violation of the law.

Funds were authorized for the 1983-84 school year, but Governor Deukmejian vetoed the $500 million budget line that funded these programs in the second and third years.

D. Florida

The State of Florida enacted legislation in 1983 providing for extensive education reform (California and Florida were the first states to enact really comprehensive educational reform measures).

Sweeping changes provided by the new Florida laws included provisions strengthening the curriculum, longer school days, merit pay for teachers, and academic competition (Chapters 83-324, 83-327, 83-348). Additional changes were made in 1984 (Chapters 84-220 and 84-336).

Some of the major provisions of the acts are:

1. Graduation Requirements

Effective with 1984-85 and 1985-86 academic years, 22 credits are required in grades 9-12 for graduation. These requirements include 3 credits each in mathematics and science.

Beginning with the 1986-87 academic year, a total of 24 academic credits in grades 9-12 are required. These include 4 credits in English; 3 credits each in mathematics, science, and social studies; 1/2 credit each in vocational education, fine arts, life management skills, and physical education; and 9 elective credits

2. Student Performance Standards

By the end of the 1983-84 school year, each school board in Florida was required to develop performance standards for grades 9-12 academic programs in which credit toward high school graduation is awarded. Policies for student mastery of performance standards must also be established before credits can be awarded.

3. Extension of School Year and Day

The total number of hours of instruction in the school year is increased from 900 to 1,050 hours. The school day for eleventh- and twelfth-grade students is extended to 7 instructional periods. Chapter 84-220 (1984) provided a $69 million appropriation for schools extending the school day to 7 instructional periods.

4. Mathematics, Science and Computer Education

The State Board of Education must adopt minimum student performance standards in science and computer literacy and standards of excellence in mathematics and science.

The Commissioner of Education must develop a state plan to improve mathematics, science, and computer education in public schools, community colleges and state universities.

The state will provide categorical funding for public school programs of excellence in mathematics, science, and computer education. Seventy per cent of these funds are to be used to provide added compensation for mathematics, science and computer teachers who are certified in their field for additional workload including extended day or year.

5. Merit Pay and Career Incentives

The Legislature created a 15-member Florida Quality Instruction Incentives Council for the primary purpose of overseeing and assisting in the development and implementation of a statewide, merit pay plan for public school teachers. Consisting of members appointed by the Governor, President of the Senate, and Speaker of the House (each officer makes 5 appointments), the council has specific duties which include: 1) the development of subject area tests for teacher certification; 2) the development of objective, teacher performance evaluation instruments; and 3) training of administrators, supervisors, and teachers in the procedures for teacher performance evaluation.

A statewide career incentive program providing for professional advancement based on, among other criteria, outstanding job performance.

The Legislature appropriated $80 million for 1984-85 to fund the merit pay-career incentives program and to continue funding a seventh period of instruction for high schools.

A 1984 law (Chapter 84-336) revised the merit pay plan by allowing the principal rather than a 3-member team to evaluate teachers and also provided a $3,000 annual award to qualified teachers. A $20 million increase in teacher merit pay funds was also provided.

6. Scholarship-Loan Program

An eligible candidate for the scholarship-loan program: 1) must be a full-time student in an upper division, approved teacher program leading to certification in a critical teacher area; 2) must declare an intent to teach in the public schools for 3 years; 3) must have a record of high performance in the area in which certification is being sought.

Loans may not exceed $4,000 per year and are to be awarded for no more than 2 years.

Payback of a loan is to be within 10 years of completion of the program of study, with one year repayment credit granted for each 2 years of teaching in Florida public schools and an extra incentive of one-year repayment credit granted for one year of teaching in high density, low economic, urban schools, or low density, low economic, rural schools.

For the first 2 years of the program, at least 50 percent of the loans are to be awarded to candidates planning to teach mathematics and science; the remaining funds are to be available for other critical shortage areas.

An appropriation of $1.5 million was provided for the Critical Teacher Shortage Trust Fund in the 1984-85 fiscal year to fund scholarships awarded to students entering approved teacher education programs in that school year.

7. Student Loan Forgiveness Program

--Provides for loan repayments by Florida not to exceed $2,500 per year for up to 4 years for selected graduates of state-approved, undergraduate postsecondary teacher preparation programs or selected teacher preparation graduates from any state participating in the Interstate Agreement on the Qualification of Educational Personnel who teach in critical areas.

Provides for loan repayments by Florida not to exceed $5,000 per year for up to 2 years on behalf of selected graduates of state-approved *graduate* postsecondary teacher preparation programs or selected teacher preparation graduates from any state participating in the Interstate Agreement on the Qualification of Educational Personnel.

For the first 2 years of the program, 50% of the loan repayments shall be for teachers in mathematics and science.

Students receiving a scholarship loan are not eligible to participate in the student loan forgiveness program.

8. Regional Centers of Excellence

The Department of Education is authorized to award grants to public school districts, developmental research schools, or postsecondary institutions, or any combination thereof, to develop regional centers of excellence in mathematics, science and computer education, with one center to be established in each of the 5 Department of Education reporting and planning regions.

Activities of the center include:

(1) Development of Cooperative Agreements among educational and other government agencies and with the private sector to deliver instruction.

(2) Establishment of strategies to improve student performance.

(3) Development of new techniques, knowledge and instruction strategies.

(4) Development and evaluation of instructional material.

(5) Recruitment and training of minority and female students for careers in mathematics, science, or computer education-related careers.

E. Tennessee

The Comprehensive Education Reform Act of 1984 was enacted by the Tennessee Legislature in extraordinary session (Extraordinary Session Public Chapter 7). The cost of the new programs is expected to be about $1 billion over the next 3 years. The bulk of the money for funding the new programs will come from an increase in the state sales tax from 4.5% to 5.5%.

The act includes funds for increased mathematics and science instruction, computer training, programs for gifted students, alternative schools for problem children, and more funds for "centers of excellence" at state universities. In addition, every teacher in the state will receive a 10 percent, across-the-board pay raise.

1. Career Ladder Program

The most important part of the comprehensive package involved the establishment of an ambitious career ladder and incentive pay plan for teachers. According to various press accounts, the career ladder and pay plan represent the "centerpiece" of the entire education reform package.

New teachers hired after the effective date of this act (July 1, 1984) must enter the career ladder program. Current teachers may choose whether they want to enter the program and retain the option of dropping out or opt for the existing system.

Although other states, like California and Florida, adopted similar teacher pay plans, neither program calls for such a rigorous evaluation procedure or is as heavily funded. Teachers judged to be superior according to state standards in the following 5-level program are provided state-paid bonuses of up to $7,000 per year:

(a) A beginning teacher would be classified as "probationary" and would be compensated according to current salary schedules. After one year's work and an evaluation by a local education agency, the teacher would be eligible to become certified and move up to the "apprentice" level or would be dismissed.

(b) Teachers will be apprentices for the second, third and fourth years before they are eligible to enter the career ladder. Probationary teachers who finish their first year are to receive a $500 supplement as an incentive to continue in the teaching field. In addition, teachers are also eligible for pay "bumps" or pay supplements of $200 to $500 at the end of their second, third, and fourth years of teaching.

(c) After spending a minimum of 3 years at the "apprenticeship" level, a teacher may then apply for career level I status. If approved by state-controlled evaluators, he or she may earn a "career level I" status and a $1,000 per year bonus.

(d) A "career level II" teacher, who must have 8 years of experience, may receive a $2,000 salary supplement if on a 10-month contract or a $4,000 supplement if on an 11-month contract.

(e) A "career level III" teacher, who must have at least 12 years of teaching experience, receives a $3,000 salary supplement if on a 10-month contract or $5,000 supplement if on an 11-month contract. Duly certified career level III teachers who are employed under a 12-month contract receive a $7,000 salary supplement.

Perhaps the key to the entire incentive pay plan is the evaluation process. Administrative officials, according to press accounts, believe that they have developed an effective evaluation process rather than a mere rubber stamping of paper credentials.

According to the new law, all teachers certified after the effective date of the act as probationary, apprentice or career level I teachers and all current teacher who choose to participate in the new program as career I teachers shall be evaluated in one of the following manners:

> "(1) an evaluation process, including procedures, criteria and instruments, used and developed by a local education agency, that has been validated and approved by the State Board of Education in accordance with the standards and criteria provided for in this act; or
>
> "(2) the standard evaluation process developed by the State Certification Commission and approved by the State Board of Education for use by a local education agency with the approval of the State Board of Education; or
>
> "(3) where a local education agency has chosen not to or has failed to implement any evaluation process meeting the approval of the State Certification Commission as provided for in this act, the standard evaluation process developed by the State Certification Commission and approved by the State Board of Education, being administered under the State Certification Commission."

All teachers certified as career level II or III teachers after July 1, 1984, including those present teachers who opt for the new program, shall be evaluated in accordance with the process approved

by the State Board of Education upon recommendation of the State Certification Commission. The act spells out in some detail the criteria and procedures that are to be used in evaluating all levels of teachers in Tennessee schools. Finally, it should also be noted that the law provides for a career ladder program for principals and supervisors, as well as for teachers.

F. New York

In March 1984, after 2-1/2 years of deliberation, the New York State Board of Regents gave final approval to its "Action Plan to Improve Elementary and Secondary Education Results in New York". The plan is intended to assure that all students strive for higher academic standards. The Regents' new educational plan was accompanied by a request for an increase in state aid to the schools of $570 million for 1984-85.

The new plan calls for more rigorous high school graduation requirements; a setting of tougher standards and requirements in mathematics, science, social studies, the arts, and foreign language; more examinations, homework and computer education in elementary schools; and higher qualifications for teachers, with a new emphasis on staff development.

1. High School Graduation Requirements

All students will be required to complete 18-1/2 units of academic work plus 2 units of physical education to receive either a Regents or local diploma. All students receiving the Regents diploma, as opposed to those receiving the local diploma, are required to take the 3-year sequence in a foreign language and pass all Regents examinations in the required subject areas. These requirements will be fully effective with the 1989 graduating class. *Currently*, students must complete 18 units for the Regents diploma and 16 units for the local diploma. The unit, often referred to as a Carnegie unit, is the measure of time spent in class. In New York, about 180 minutes per week spent in class for an entire school year earns a student one "unit" of school credit. For most purposes, the terms unit, year, and credit are interchangeable.

Regents Diploma

New Subject Requirements*	Current Subject Requirements
2 years each — mathematics and science	1 year each — mathematics and science
3-year sequence in one foreign language	None — foreign language
4 years — social studies	3 years social studies
1 year — art or music	None — art and music
4 years — English (no change)	4 years — English
1/2 unit — health (no change)	1/2 unit — health
2 units — physical education (1/2 unit per year — no change)	2 units — physical education

Local Diploma

2 units each — science and mathematics	1 year each — science and mathematics
4 years — social studies	3 years — social studies
1 year — art or music	None — art or music
4 years — English (no change)	4 years — English
1/2 year — health (no change)	1/2 year — health
2 units — physical education (1/2 unit per year — no change)	2 units — physical education

*To satisfy the remainder of the credit requirements, students are able to choose from several different subject sequence plans.

Source: New York State Board of Regents, "Action Plan to Improve Elementary and Secondary Education Results in New York", April 1984.

2. Foreign Language Requirements

The Regents, in their Action Plan, place great emphasis on incentives, rather than requirements, to encourage study of a foreign language, particularly at the K-9 level. Beginning in 1985, school districts will receive extra state aid based on the increase in the number of K-9 students enrolled in foreign language study.

Starting in 1989, candidates for either a local high school diploma or a Regents diploma who pass the Regents proficiency examination in a second language, will receive one unit of credit toward their diploma.

All public school districts will be required to offer instruction in at least one foreign language in grades 7-12 by September 1988.

3. Length of School Year

Each school district is encouraged to undertake an assessment to determine greater efficiencies in the use of current school time.

School districts are allowed to add up to 5 days to their school calendar next year, and an additional 5 days the following year, to be used for teacher in-service training and other staff development activities. Currently, for a school district to receive state aid, the district's schools must be in session for 180 days. Districts would receive additional state aid based on the number of staff development days and the number of participating teachers.

4. Teacher Performance Requirements

Beginning in September 1984, all candidates who are seeking certification as teachers will be required to pass a statewide certification examination.

All new teachers must serve a one-year internship before receiving certification. The interns will teach under the direction and guidance of experienced teachers, who will receive special mentor teacher demonstration grants.

For existing teachers and administrators, an annual performance review will be conducted in each school.

To help reduce the shortage of science and mathematics teachers, the Regents proposed a series of scholarships and fellowships to assist interested individuals preparing for these teaching careers.

III. EDUCATION TASK FORCES IN THE STATES

In response to the claims that education in our country needs improvement, over 40 states have created at least one task force to examine education and to recommend improvements where necessary.

The Education Commission of the States has counted over 160 state level task forces in the nation as of November 1983. The U.S. Department of Education recently counted 275 such study groups.

The task forces were created by state legislatures, governors, state boards of education or state superintendents of education, or even — in some cases — by local organizations such as the Chamber of Commerce.

Many, but not all, of the task forces appear to have been created in response to the national reports on education that were issued in 1983 (See Wisconsin Legislative Reference Bureau Informational Bulletin 83-1, "Blueprints for Educational Reform", December 1983 for a review of selected reports.) Because of the diversity of the groups or individuals that initiated the state task

forces, an assumption can be made that interest in or a desire for improvements in education is coming from all areas (professional educators, governors, state legislators, and others).

Many study groups examined all facets of education, while some dealt with specific areas, such as science, mathematics, teacher education or school finance.

The following table is a guide to some of the education task forces that have met or are presently meeting in the various states.

Table 1: Education Task Forces in the States (March 1984)

State	Task Force	Authorization and Appointment	Date of Final Report	Comments
Alabama	Interim Commission on Elementary Science and Mathematics	House Jt. Res. requested the State Superintendent to appoint a 6-member interim comn.	July 1983	Recommended improvements in math and science.
	Task Force on Excellence	State Dept. of Education requested the State Superintendent to appoint task force.	January 1984	Comprehensive plan proposed.
Arizona	Governor's Committee on Quality Education	Governor established. Members — educators, parents, businessmen.	November 1983	Comprehensive report developed.
Arkansas	Education Standards Commission	Dept. of Education established.	March 1984	New standards and requirements for public education developed.
Colorado	Task Force of Education in Colorado	Governor established.	March 1984	Created to review critical issues facing education.
Connecticut	Distinguished Citizens Task Force on Quality Teaching	Governor created. Members — representatives of business, industry, education, government.	September 1983	8 major recommendations to improve education were proposed.
Delaware	Governor's Task Force on Education for Economic Growth	Governor established. Members — from business, industry, education; cochaired by Lt. Gov.	January 1984	Charged with improving Delaware schools.
Florida	Florida Quality Incentives Council	Public Act 83-327 and 348. Governor, Speaker of the House of Representatives and President of the Senate each appoint 5 members representing a broad economic, social and ethnic spectrum.	—	To monitor the education reform measures and to study the local merit pay plans to begin in 1984-85.
Georgia	Governor's Education Review Commission	Joint House-Sen. Res. Governor appointed members.	Expected Dec. 1984	A comprehensive review of elementary and secondary education.
Idaho	Governor's Task Force on Education for the 80's	Governor established.	Preliminary report Nov. 1983, final report pending	Directed to pull together the findings of other recent state educational studies and set educational priorities.
Illinois	Commission on the Improvement of Elementary-Secondary Education	Legislature created. Members — legislative and others.	Preparing an interim report	Study of current statutory mandates for education except those relating to school finance.
	Governor's Task Force on the Quality of Mathematics and Science Education	Governor established.	Expected May 1984	Study high school math and science requirements, other curriculum changes.

State	Task Force	Authorization and Appointment	Date of Final Report	Comments
Indiana	Governor's Select Advisory Commission for Primary and Secondary Education	Legislature created. Members — appointed by Governor and Legislature.	Second annual report issued Nov. 1983, and final report scheduled for Nov. 1984	Created by the Legislature in 1982 to propose comprehensive changes.
Kansas	Governor's Select Advisory Committee for Primary and Secondary Education	Governor created.	No report scheduled	A continuing committee which meets informally to advise the governor on improving education.
Kentucky	Kentuckians for Excellence in Education	Chamber of Commerce established. Members — businessmen, attorneys, legislators, educators.	March 1984	A privately sponsored group, with some state aid, to make recommendations regarding curriculum, teachers and school finance.
Louisiana	Task Force on Teacher Recruitment	Superintendent established.	March 1984	The subject of the task force was teacher recruitment and teacher retention.
Maine	Governor's Commission on the Status of Education	Governor created by executive order.	Preliminary report January 1984; final report expected late 1984	The review of education from pre-school through college to improve education.
Maryland	Commission on Secondary Education	State Superintendent established.	The 1st of 5 reports was filed November 1983, the remainder will be filed at 6-month intervals.	Study groups for graduation requirements, curriculum, student services, instructional services and organization, and administration of secondary schools.
Massachusetts	Joint Committee on Education	Legislature created.	1983 House Bill 5,000	The major concerns are short-range legislative proposals and long-range education reform.
Michigan	Governor's Commission on the Future of Higher Education	Governor established.	September 1984	The purpose is to recommend improvements in college admission standards and in teacher training programs.
Minnesota	Task Force on Education and Economic Growth	Governor established.	Expected the end of 1984	To recommend changes in curriculum, teacher education, academic leadership, and the role of the principal, among others.
Mississippi	Task Force on Performance-Based School Assessment	Governor established.	April 1984	The task force was asked to make recommendations concerning curriculum and courses of study.
Montana	Task Force on Excellence in Montana Schools	Supt. of Public Instruction established. Members — representatives from government, professional, citizens organizations.	November 1983	The task force studied student performance and skills for the world of work, vocational education and higher education.
Nebraska	Governor's Task Force on Excellence in Education	Governor established. Members — legislators, educators, businessmen, citizens.	September 1983	The task force recommended minimum standards for graduation, career ladder master teacher plan, increased teachers' salaries and stiffer certification requirements.
Nevada	Governor's Commission on Educational Excellence	Governor established.	September 1984	A comprehensive study of all facets of education in Nevada.

State	Task Force	Authorization and Appointment	Date of Final Report	Comments
New Hampshire	State Committee on Excellence in Education	State Board of Education created.	February 1984	The committees of this comn. studied time on task, teacher certification, graduation requirements, economic impact of education and the process and effectiveness of schools.
New Jersey	Governor's Commission on Science and Technology	Governor established. Members — legislators, educators, businessmen, labor representatives.	December 1983	The commission studied these 4 main areas: academic-industrial innovation centers, capital for new technologies, technology-trained manpower and improving the economic and regulatory climate.
New Mexico	Governor's Commission on Public Schools	Governor established.	January 1984	The commission recommended changes in governance of the state school system.
New York	Although New York had no specific task force at work, the New York State Board of Regents concluded its 2-1/2 year study of New York's educational system by issuing its "Action Plan to Improve Elementary and Secondary Education Results in New York". See Section II for a summary of the New York plan.			
North Carolina	Commission on Education for Economic Growth	Governor established. Chaired by Governor.	April 1984	The commission made 6 general recommendations for the state's educational system and spelled out details in a comprehensive appendix.
Ohio	Ohio Commission on Educational Excellence	State Supt. established. Members — from labor, agriculture, business, civil organizations, education, public.	December 1984	The 7 task forces of this commission each studied an important question concerning educational quality in Ohio.
Oklahoma	Oklahoma Council of Science and Technology	Governor established in response to legislative resolution.	February 1984 (Preliminary Report)	The purpose of the council was to study Oklahoma's current technological status and to make recommendations to attract and foster advance technology in Oklahoma.
Oregon	Oregon Action Plan for Excellence	State Board of Education and the State Supt. established.	Reports of the task forces are expected in June 1984.	The task forces were asked to study high school graduation, a state-level curriculum in all basic academic programs, student testing, improving teacher and school effectiveness and increasing instructional productivity through effective use of time.
Pennsylvania	Ad hoc Panel on Education	State Sen. Jeanette Reibman established. Members — all segments and elements in public education.	January 1984	The 2-part report consists of a discussion of 4 broad areas of education reform and the second part is a distillation of the consensus into an agenda for action.
South Carolina	Committee on Financing Excellence in Public Education	Governor established.	November 1983	The committee recommended a program to achieve excellence in education and examined the effectiveness of the Education Finance Act.

State	Task Force	Authorization and Appointment	Date of Final Report	Comments
	Business/Industry/Legislative/ Education Partnership	Governor and the State Supt. created.	—	The long range goal of this group is to promote and influence a better understanding and support of the public school system by business, industry and the Legislature.
South Dakota	Joint Board Task Force	Board of Regents and the State Board of Education established jointly.	Recommendations expected the latter part of 1984	The task force is studying high school and college graduation requirements, curriculum content, college entrance requirements, and education policy as a whole.
Tennessee	Select Committee on Education	Legislature created a Senate-House Select Committee.	The committee's recommendations found in the Comprehensive Education Reform Act of 1984	For details concerning the passage of this bill, see Section II, subsrction E. Tennessee.
Texas	Select Committee on Public Education	Legislature created com., Governor appointed members.	Preliminary findings issued March 1984, final report coming later	The committee was to study the issues and continuing concerns relating to public education in Texas and to propose long-range plans for the state school system.
Utah	Utah Steering Committee on Excellence in Education	Governor established.	November 1984	The issues to be studied by the committee include the teaching profession, technology in education, and funding for education.
Vermont	Task Force on Educational Excellence	Governor established.	No date set	The primary focus of task force is aimed at teacher improvement and recruitment.
Virginia	Governor's Commission on Virginia's Future	Governor established.	December 1984	The task forces established by the commission are studying student achievement and performance, instructional quality, organization, governance and funding.
Washington	Committee on Educational Policies, Structure and Management	Chapter 33, Laws of Washington, 1982 1st Extraordinary Session. Members appointed by the Governor, Speaker of the House and the President of the Senate.	Initial recommendations issued January 1984, final recommendations to be issued December 1984	The recommendations concern graduation requirements, elementary education, teacher preparation and certification, and vocational education.
Wisconsin	State Task Force on Teaching and Teacher Education	State Supt. established.	January 1984	The 31 recommendations included a career ladder program, minimum salaries, tougher admission requirements for teacher preparation programs, and help and guidance to beginning teachers.
	School Finance Task Force	Governor established.	October 1984	The task force is to make recommendations on the state's responsibility for financing education.

State	Task Force	Authorization and Appointment	Date of Final Report	Comments
Wyoming	Blue Ribbon Committee on the Quality of Education	State Supt. established.	September 1984	The committee is charged to determine how the state can maintain equity while achieving excellence.

Sources: U.S. Department of Education, "Meeting the Challenge: Recent Efforts to Improve Education Across the Nation", November 15, 1983; *Education Times* (various issues).

IV. RECENT CURRICULUM IMPROVEMENTS IN THE STATES

While some states are still studying education reform, a number of states have already initiated programs to improve their educational system, particularly by strengthening the curriculum or improving the quality of teachers.

Table 2 identifies a number of curriculum improvements that states have undertaken. It is based on surveys conducted by the National Conference of State Legislatures and the U.S. Department of Education.

Prior to 1983, most state efforts to improve curriculum standards had been aimed primarily at adopting student competency tests. Some of the tests to measure the achievement levels of the students were used for graduation purposes only, while others were administered several years before graduation, and still others were used both before and at graduation.

The NCSL survey indicates that during 1983 the most frequent legislative and state board of education initiatives to improve curricula have been in strengthening the basic course requirements. The second most frequent was to extend the time that students were required to spend in school. Of the 11 states that introduced legislation to extend school time, 5 states actually enacted such legislation.

The NCSL survey also learned that 15 states raised their college entrance requirements. Most of this activity was apparently initiated by each state's commission of higher education or by an individual college or university rather than by the legislature.

Another important aspect of the curriculum improvement activities of the states concerns high school graduation course requirements.

Table 3 is a state-by-state listing of high school graduation course requirements prepared by Chris Pipho and Patricia Flakus-Mosqueda, both members of the staff of the Education Commission of the States. The information contained in the table was based on a 50-state survey conducted in November-December 1983. We are grateful to the staff for permitting us to reprint their findings.

In Wisconsin, 1983 Wisconsin Act 411 (Senate Bill 600), which had been introduced at the request of Governor Anthony Earl, requires that all school districts must meet minimum high school graduation standards as provided for in the act. For detailed information concerning this bill and other related measures, see Section VI.

Table 2: Recent Curriculum Improvements in the States

State	Student Competency Exams	Extended Time Spend In School	Raised College Admission Requirements	Strengthened Curriculum Standards	
				By Legis.	By St. Bd.
Arizona	X		X		X
Arkansas*	X	X			X
California*	X	X		X	X
Delaware	X				X
Florida*	X	X	X	X	X
Georgia	X		X		X
Idaho	X				X

State	Student Competency Exams	Extended Time Spend In School	Raised College Admission Requirements	Strengthened Curriculum Standards	
				By Legis.	By St. Bd.
Illinois	X		X	X	
Indiana					X
Iowa	X				
Kentucky	X		X		X
Louisiana	X				X
Maryland	X				X
Massachusetts			X		
Michigan			X		
Minnesota			X	X	
Missouri			X		
Montana			X		
New Hampshire					X
New Mexico	X				X
New York*	X				X
North Carolina	X	X	X		X
North Dakota					X
Ohio			X		X
Oklahoma		X			X
Pennsylvania	X				X
South Carolina	X		X		X
Utah	X		X	X	
Vermont	X				
Washington					X
West Virginia			X		
Wisconsin*	X			X	

*See Sections II and VI for details.

Sources: National Conference of State Legislatures, "Survey of 1983 State Efforts to Improve Education", Memorandum, November 1983; U.S. Department of Education, *Meeting the Challenge: Recent Efforts to Improve Education Across the Nation*, November 15, 1983.

Table 3: High School Graduation Course Requirements in the 50 States

(Numbers Refer to Years of Instruction)

State	Language Arts	Social Studies	Mathematics	PE/ Science	Health	Electives	Other	Total	Grade Span	Notes
Alabama	4	3	2	1	3-1/2	6-1/2		20	9-12	Effective for 9th grade in fall of 1982
Alaska	1	1	1	1	1			19	9-12	Local boards determine electives and other
Arizona	4	2	2	2		9-1/2	1/2 — essentials of the free enterprise system	20	9-12	
Arkansas	4	1			1		10	16	9-12	Changes anticipated in 1984
California	3	3	2	2	2		1 — fine arts or foreign language	13	9-12	Districts compare their offerings with a state model; usually exceed 13 units
Colorado										Local boards determine requirements. Colorado has constitutional prohibition against state requirement
Connecticut								18	9-12	Local districts determine the components of the 18 required units. The state requires districts to offer 11 subject areas. The state board is currently reviewing proposals for specific subject requirements with a total of 20 units
Delaware	4	3	2	2	1-1/2	6-1/2		19	9-12	Requirements effective for the graduating class of 1987

State	Language Arts	Social Studies	Mathematics	PE/ Science	PE/ Health	Electives	Other	Total	Grade Span	Notes
District of Columbia										
Comprehensive	4	2	2	2	1-1/2	8	1 — foreign language	20-1/2	9-12	Electives must include life skills seminar
Career/ vocational	4	2	2	2	1-1/2	1-1/2	1 — foreign language; 9 — specialized preparation	23	9-12	Electives must include life skills seminar
Florida	4	3	3	3	1	9	1/2 — practical arts; 1/2 — fine arts	24	9-12	Will increase total requirements yearly until 24 units are reached for graduating class of 1986-87
Georgia	4	3	2	2	1	8	1 — fine arts, vocational education or computer technology	21	9-12	
Hawaii	4	4	2	2	1-1/2	6	1/2 — guidance	20	9-12	
Idaho	4	2	2	2-1/2	1-1/2	6	1 — reading/speech; 1 — humanities	20	9-12	Requirements effective for graduating class of 1988. Will increase thereafter
Illinois	3	2	2	1	4	1	1/4 — consumer education	16	9-12	Requirements differ in 3- and 4-year high schools. Local districts determine remaining units and may exceed the 16 units. Effective 1984-85
Indiana	4	2	2	2	1-1/2	8		19-1/2	9-12	Requirements effective for graduating class of 1989
Iowa		1-1/2			1				9-12	Local boards determine additional requirements
Kansas	4	3	2	2	1	8		20	9-12	These requirements effective for the 1988 graduating class
Kentucky	3	2	3	3	1	8		20	9-12	Requirements effective for the graduating class of 1986-87
Louisiana	4	2	3	2	2	8-1/2	1/2 — free enterprise system	22	9-12	
Maine	4	1								American history required. Local boards determine other requirements
Maryland	4	3	2	2	1	8		20	9-12	New requirements have been recommended
Massachusetts		1			4					American history required. Local boards determine additional requirements. The possibility of more state regulations is being studies
Michigan		1/2								Local boards determine additional requirements. new graduation requirements are being studied
Minnesota	3	2			1			15	10-12	Local boards determine remainder of units
Mississippi	3	2-1/2	1	1		8-1/2		16	9-12	
Missouri	1	1	1	1	1	11	2 — English, social studies, math or science; 1 — practical arts; 1 — fine arts	20	9-12	20 units must be cooperatively planned by students, parents and the school to meet individual needs of the student. Requirements will be updated in 1984
Montana	4	2	2	2	1	2	1 — fine arts; 2 — practical arts	16	9-12	The superintendent has recommended raising total to 18
Nebraska									9-12	160 semester hours required. Local boards determine specific subject area requirements. Requirements currently under study
Nevada	3	2	2	1	2-1/2	9-1/2		20	9-12	Requirements effective for graduating class of 1985-86
New Hampshire	4	2	1	1		8		16	9-12	New graduation requirements have been proposed
New Jersey	4	2	2	1	4		1 — fine, practical or performing arts; 1/2 — career exploration	14-1/2	9-12	U.S. history is required

State	Language Arts	Social Studies	Mathematics	Science	PE/ Health	Electives	Other	Total	Grade Span	Notes
New Mexico	4	2	2	2	1	9	1 — practical or fine arts	21	9-12	Requirements effective for graduating class of 1986-87. Local board specifies competencies for required subjects
New York										
Local diploma	4	3	1	1	1/2	6-1/2		16	9-12	The Board of Regents has recommended
Regents diploma	4	3	1	1	1/2	8-1/2		18	9-12	new requirements
North Carolina	4	2	2	2	1	9		20	9-12	
North Dakota	4	3	2	2	1	7		19	9-12	These requirements are effective for graduating class of 1984-85
Ohio	3	2	2	1	1	9		18	9-12	
Oklahoma	4	2	2	2		10		20	9-12	
Oregon	3	3-1/2	1	1	2	9	1/2 — career development; 1 — fine arts or foreign language	21	9-12	The state board of education is contemplating major revisions in 1984
Pennsylvania	3	2	1	1				13	10-12	Local boards determine remaining requirements. Proposed regulations would raise the total to 21 units for grades 9-12
Rhode Island										
General	4	1	1	1		9		16	9-12	In the future, competency requirements for all students will be phased in.
College-bound	4	2	3	2		4	2 — foreign language; 1/2 — arts; 1/2 — computer literacy	18	9-12	College-bound requirements effective for entering freshmen in 1984-85
South Carolina	4	3	3	2	1	7		20	9-12	Requirements effective for graduating class of 1987
South Dakota	4	2	2	2		8		18	9-12	The state board is currently considering revisions in the requirements
Tennessee	4	1-1/2	2	2	1-1/2	9		20	9-12	Requirements effective for the graduating class of 1987
Texas	3	2-1/2	2	2	2	6-1/2		18	9-12	A major revision of the curriculum is expected in 1984
Utah	3	2	1	1	1-1/2	6-1/2		15	10-12	New requirements for grades 9-12, with 24 units being proposed
Vermont										Local boards determine requirements. However, new state requirements will be adopted in 1984
Virginia	4	3	2	2	2	6	1 — additional science or math	20	9-12	Requirements effective for entering freshmen in 1984-85
Washington	9	7-1/2	6	6		16-1/2	3 — occupational education	48	9-12	Requirements effective for entering freshmen in 1985-86. NOTE: each unit equals 60 hours of instruction. Therefore, 3 units equal approximately 1 year
West Virginia	4	3	2	1	2	8		20	9-12	Requirements effective for the graduating class of 1985
Wisconsin*										
Wyoming		1						18	9-12 or 10-12	Local boards determine remaining requirements

*Wisconsin enacted 1983 Wisconsin Act 411, which mandated a 13-1/2 credit state requirement consisting of 4 credits of English, 3 credits of social studies, 2 credits each of mathematics and science, 1.5 credits of physical education, and 1/2 credit each of computer science and health education. The act also recommended that school districts should add an additional 8.5 optional credits to their curricula.

Source: Education Commission of the States, based on a 50-state survey conducted November/December 1983.

V. RECENT CHANGES AFFECTING TEACHER QUALITY IN THE STATES

Students are not the only group subjected to competency tests. Prior to 1983, 11 states had adopted teacher or administrator competency tests, according to the National Conference of State

Legislatures' survey. During 1983, 4 states either adopted or strengthened their teacher competency policies or programs.

According to the NCSL survey, the most prevalent legislative initiative in 1983 to improve teacher quality was to provide additional training or education for teachers in such subject areas as mathematics, science and computer science. Of the 15 states that had introduced legislation providing for additional education or training, 9 states enacted such legislation.

The second most common legislative initiative to improve teaching in 1983, was to enact programs to assist or dismiss inadequate teachers. Of the 12 states that introduced legislation, 5 states enacted such legislation.

Other recent state actions to improve teacher quality included adoption of merit pay, master teacher plans, across-the-board state minimum teacher salary increases, strengthening teacher certification requirements and allowing nonteachers to teach in subject areas where critical shortages exist.

Table 4: Recent Teacher Quality Changes in the States

State	Teacher Competency Exams	Additional Training or Education for Teachers in Key Areas	Policies to Assist or Dismiss Inadequate Teachers	Merit Pay-Master Teacher Plan	Across the Board Minimum Pay Salary Increased	Allowing Non-teachers to Teach Science and Mathematics
Arizona	X	X	X			
Arkansas	X				X	X
California	X	X	X	X	X	1
Colorado	X					
Delaware	X					
Florida	X	X		X		2
Georgia	X					X
Illinois		X		X		3
Indiana		X				
Iowa		X	4			
Kansas	X					
Louisiana	X					
Maine			X		X	
Minnesota		X				
Mississippi					X	
Missouri					X	
Montana			X			
New York	X					
North Carolina	X			X	X	X
Ohio					X	
Oklahoma	X		X			
Pennsylvania		X				
South Carolina	X	X				
Texas	X					
Washington		X				
West Virginia	X					
Wyoming		X				X

1California will permit teacher trainees, college graduates who are noneducation majors, inside the classroom under the supervision of a mentor teacher.

2Florida now allows certification for adjunct instructors in areas of critical teacher shortage.

3Authorization of nonteacher experts in math and science to serve as adjunct faculty to certified teachers in Illinois is likely to receive approval in 1984.

4A legislative measure to assist or dismiss inadequate teachers was passed by the Iowa Legislature but vetoed by the Governor.

Sources: National Conference of State Legislatures, "Survey of 1983 State Efforts to Improve Education", Memorandum, November 1983; U.S. Department of Education, "Meeting the Challenge: Recent Efforts to Improve Education Across the Nation", November 15, 1983; Education Commission of the States, "Survey of States' Teacher Policies", October 1983.

The Education Commission of the State has also prepared a comprehensive report, "Survey of States' Teacher Policies", October 1983, that is available on loan from the Legislative Reference Bureau (377.168/Ed81).

The report is comprised of 11 separate tables, which include such subjects as standards for teacher training programs, admission standards for students in teacher training schools, requirements for graduation from a teacher training program, initial certificate and advance certificate requirements, incentives offered to teachers (such as scholarships, loans, retraining, merit pay, career ladders and others).

Since the commission's report is so comprehensive, no attempt is made to summarize its contents here. It is recommended, however, to interested persons.

VI. UPDATE ON WISCONSIN

The Legislative Reference Bureau's Informational Bulletin 83-1, "Blueprints for Educational Reform", described Wisconsin's initial efforts to respond to the charges made by the various national education task forces that the educational quality in the nation's public schools is in serious jeopardy.

Although, as stated in the earlier report, Wisconsin did not appear to have as many serious problems as some states, improvements still were deemed necessary. Wisconsin students taking the 1982-83 Scholastic Aptitude Test (SAT) and the American College Test (ACT), continued to score well. In the ACT rankings, Wisconsin ranked highest in scores among the 28 states where college-bound students usually take this test.

The following laws, proposals and activities have been made by the Legislature, the Governor, the Superintendent of Public Instruction, and others to improve the educational quality of our state since the bureau's last bulletin was issued.

A. Legislation in the 1983 Wisconsin Legislature

Two laws were enacted during the 1983 session relating to educational reform. Both bills were signed into law on May 8, 1984. 1983 Wisconsin Act 411, introduced as 1983 Senate Bill 600 at the request of Governor Anthony Earl, established high school graduation standards and granted rule-making authority to the Department of Public Instruction for purposes of insuring compliance. 1983 Wisconsin Act 412, introduced as 1983 Assembly Bill 1018, also at the request of Governor Earl, replaced with general educational goals and expectations many of the public school curriculum requirements specified by statute laws.

At the bill signing ceremony on May 8, Governor Earl stated that the high school graduation bill that he signed was "only the beginning" of steps to demand more quality in the state's public schools. He said that the public is demanding an improvement in the quality of our public schools.

Other bills relating to educational quality that were introduced, but not enacted, include Senate Bills 524, 599, 627, 628, and 629 and Assembly Bills 857 and 1024.

1. Legislation Enacted

1983 Wisconsin Act 411 (Senate Bill 600)

1983 Wisconsin Act 411 established statewide high school graduation standards. It marked the first time in Wisconsin history that such standards were mandated by the state.

Two major versions of the bill emerged during its progress through the legislative process — the engrossed bill (the bill as passed by the Senate), and the enrolled bill (the bill as passed by both houses), which was sent to the Governor. Governor Earl vetoed several provisions, and none of the vetoes was overridden by the Legislature.

Enrolled 1983 Senate Bill 600 — The enrolled bill established a statewide 13.5 basic credit requirement for high school graduation and also provided that the state superintendent *encourage* school boards to require an additional 8.5 credits selected from any combination of vocational education, foreign languages, fine arts and other courses bringing the suggested total of credits for high school graduation to 22. (According to a 1983-84 high school graduation requirements survey by the Department of Public Instruction and the Association of Wisconsin School Administrators,

the 1984 statewide total credits required by Wisconsin high schools average 21.6 credits. The total number of credits required ranged from fewer than 17 credits to more than 27 credits. Twelve schools reported requiring less than 17 credits and 7 schools reported requiring more than 27 credits. The majority of high schools in the state fall in the 20-22 required credit category.)

The enrolled bill provides that beginning September 1, 1988, a diploma may not be granted to any pupil who has not earned at least 4 credits of English (including writing composition), 3 credits of social studies (including state and local government), 2 credits of mathematics, 2 credits of science, 0.5 credit of computer science, 1.5 credits of physical education and 0.5 credit of health education.

In addition, a school board may not grant a diploma to any pupil unless, during the high school grades, the pupil has been enrolled in a class or has participated in an activity approved by the school board during each class period of each school day.

By July 1, 1988, each school board operating high school grades shall submit to the state superintendent a report describing the school board's policies and guidelines on high school graduation standards.

The enrolled bill also required the state superintendent to establish procedures for school boards to certify to the state superintendent whether they are in compliance with statutory requirements and administrative rules.

The state superintendent may periodically review school district high school graduation standards and must notify any school board not in compliance with statutory requirements or administrative rules.

The Department of Public Instruction is required to include in its biennial report information on the status of statewide high school graduation standards.

The Governor's Partial Vetoes of SB-600 — When Governor Anthony Earl signed enrolled Senate Bill 600 into law as Act 411 on May 8, 1984, he exercised his constitutional authority (as interpreted by the courts) to veto any part of a bill that contains an appropriation. In his veto message, the Governor explains why the following items were vetoed. The Legislature agreed with all his partial vetoes.

1. *Section 1m*

I am vetoing section 1m and the requirement that school boards participating in the competency testing program must indicate on each high school diploma whether the pupil has passed the tests in each of the basic skill areas. This provision is inequitable because it places a requirement on the 124 districts voluntarily participating in the competency testing program which is not placed on the other 308 non-participating districts. I support the competency testing program and would like to see greater participation by some of the larger school districts. Placing an additional requirement on a voluntary program that less than 30 percent of the school districts are participating in, may discourage future voluntary participation.

2. *Section 2 as it relates to (2)(c), (d) and (e)*

I am partially vetoing parts (2)(c), (d) and (e) of section 2. The veto eliminates the requirement that the state superintendent permit school boards to waive the graduation requirements for pupils who have successfully completed a competency test and removes the exceptions for three year high schools. The veto creates language which requires the state superintendent to establish course requirements and to approve school board graduation standards policies.

The competency test exemption is vetoed because the language is too broad and provides opportunities to circumvent the intent of state graduation standards. Further, because the state does not have a mandatory competency testing program, school districts use different competency tests which require varying levels of proficiency. Therefore, successful completion of a competency test could mean something different in each school district and would not necessarily ensure that a student had mastered the full content of a course.

The exemptions for three year high schools is vetoed because state graduation standards should be applied uniformly throughout the state. Section 115.01(2) of the statutes defines the high school grades as the last four grades of educational work. The graduation standards bill is consistent with the statutes and mandates certain course requirements in the high school grades. I believe all Wisconsin high school students should be afforded equal educational opportunity regardless of whether they attend a three year or a four year high school. I believe

that three year high schools should coordinate course offerings and sequences with the lower grades regardless of state graduation standards.

My partial veto gives the state superintendent the authority to establish course requirements with the expectation that these will be minimum quality standards. I do not believe that the state superintendent should establish a rigid and comprehensive state curriculum, but rather that he should, through rule, identify the basic categories of skills and knowledge which should be included in the required courses. State graduation standards will not ensure equal educational opportunity if rules establishing minimum criteria for quality are not required. The authority to approve high school graduation standards policy is given to the state superintendent to make explicit the state's responsibility for proper implementation of graduation standards. The superintendents's approval is governed by specific standards provided in s. 118.33(1)(a). Moreover, it is the clear intent of the bill that the state superintendent delegate the task of certifying compliance with the standards to the school district.

3. *Section 2 as it relates to (2)(f)*

I am vetoing (2)(f) of section 2 which requires the state superintendent to recognize a school board's action to waive credit requirements or to develop alternative instructional programming. The provision is extremely broad and is vetoed because sufficient authority and guidance is provided elsewhere in the bill for the state superintendent to administer the graduation standards law in a manner which accommodates children with special interests, needs or requirements. I wholeheartedly support alternative programming for children whether they are gifted, disadvantaged or handicapped. And, I encourage all educators to be creative in developing alternative programs and creating the learning environments which will ensure that all children have the opportunity for a quality basic education.

4. *Section 2 as it relates to (2)(g) and (2m)*

I am vetoing (2)(g) and a portion of (2m) in section 2. The veto removes the exemption from the physical education requirement for pupils who participate in interscholastic or intramural athletics. I eliminated this exemption because the language is too general and does not spell out how participation in athletics would be valued and translated into physical education credits. The broadness of the language could have resulted in great disparities across the state. Further, although organized athletics can teach students valuable skills, it is not the same level and quality of physical education instruction that students receive in a traditional physical education class.

5. *Section 2 as it relates to (2m)*

I am partially vetoing part (2m) of section 2 so that the state superintendent, instead of each school board, shall adopt policies to accommodate pupils with exceptional educational interests, needs or requirements. The veto is intended to provide a mechanism for children with special needs to satisfy graduation standards in ways which may be different from traditional classroom instruction. While categories of children should not be exempted from graduation requirements, it should be recognized that individuals differ in their ability to meet certain requirements. The responsibility for adopting policies for exceptional children is vested in the state superintendent rather than the school district to provide a more uniform and fair application of the procedures and to ensure that policies are not used as an excuse for not teaching students who are something other than average."

Department of Administration Summary of Changes — A May 17, 1984, Department of Administration memorandum on vetoed bills listed the following 6 key changes before passage.

"1. Reducing the total number of required credits to 13.5, by adding .5 credit of computer science, and eliminating all required electives;

2. Removing the authority for the Department of Public Instruction to approve course content for the core courses;

3. Requiring the state superintendent to recognize a school board's action to waive credit requirements;

4. Allowing exemptions from the physical education requirement for students participating in intramural and interscholastic sports;

5. Allowing school boards to adopt policies for granting exemptions from course requirements for pupils with exceptional educational interests, needs or requirements; and

6. Providing a mechanism for school districts to certify to the state superintendent that they are in compliance with the state graduation standards."

1983 Wisconsin Act 412 (Assembly Bill 1018)

1983 Wisconsin Act 412 was introduced as Assembly Bill 1018 by the Assembly Committee on Primary and Secondary Education at the request of Governor Earl. The act was approved by the Legislature in the form of Assembly Substitute Amendment 1, as amended. Governor Earl signed the bill on May 8, 1984.

The following explains the changes between the bill as introduced and as enacted.

The Wisconsin Statutes provided that the public schools in Wisconsin offer instruction in specified subjects, but did not indicate any specific time to be spent on them. They were: reading, writing, spelling, English grammar and composition, geography, arithmetic, elements of agriculture and conservation of natural resources, history, citizenship, physiology and hygiene, physical education, the prevention of accidents, morality, animal life, cooperative marketing and consumers' cooperatives, dairy products and the rights and responsibilities of the family and consumer.

Assembly Bill 1018, as introduced, substituted a series of educational goals for the specific statutory course requirements. The goals and expectations that each school board is responsible for providing to its students include: 1) academic skills and knowledge, 2) vocational skills, 3) citizenship skills, and 4) personal development skills.

The state superintendent may withhold state aid from any school district that does not have an educational program designed to achieve the education goals.

As enacted, the primary difference in the final version is that it reinstated references to certain curriculum requirements that previously existed under statute Section 118.01. Specifically, the final version:

(1) Expanded the provisions under "Academic skills and knowledge" to include specific references to knowledge of the elements of agriculture and conservation of natural resources, rights and responsibilities of the family as a consumer, cooperative marketing, and consumer cooperatives.

(2) Expanded the provisions under "Citizenship" to include specific references to the duties and responsibilities of citizenship and to the proper reverence and respect for the history and meaning of the American flag, the Declaration of Independence, the U.S. Constitution and the constitution and laws of this state.

(3) Expanded the provisions under "Personal development" to include specific references to the knowledge of the theory and practice of physical exercise and instruction in hygiene; knowledge of the true and comparative vitamin content of food and health values of dairy products and their importance for the human diet; knowledge of morality and the individual's responsibility as a social being, including the responsibility and morality of family living and the value of frugality and other basic qualities and principles; and the prevention of accidents and promotion of safety on the public highways, including instruction on the relationship between highway safety and the use of alcohol and controlled substances.

2. Other Legislation Considered

A number of other measures were introduced in the 1983 Legislature which related to improving the educational quality in Wisconsin, but were not enacted. They included making the teaching of certain subjects optional rather than mandatory, the development of computer curricula for school districts, establishment of statewide graduation requirements (similar to 1983 Wisconsin Act 411), extension of the length of the school year and change of the present requirement of 180 days as minimum requirements to a minimum requirement of 1,086 hours of schooling each school term.

1983 Senate Bill 524 and Assembly Bill 857 removed the *requirement* that every school must teach physical education, the prevention of accidents, morals, animal life, fire prevention, cooperatives and conservation, dairy products, citizenship and family and consumer education. Instead, the bill provided that a school board *may* provide instruction in those subjects.

1983 Senate Bill 627 directed the state superintendent of public instruction to develop computer education curricula for school district use and provided demonstration of the instructional use of computers to school boards upon request.

1983 Senate Bill 628 increased the number of required school days from 180 to 185 days each school year.

1983 Senate Bill 629 established statewide graduation requirements in addition to other changes in the school curriculum. The bill, as introduced, added science to the elementary school curriculum and deleted animal life and dairy products from the curriculum of all public schools. The bill prohibited a school board from granting a high school diploma to any pupil who had not completed, to the school board's satisfaction, 4 years of English, 3 years of social studies, 3 years of science, 2-1/2 years of mathematics, and 1/2 year of computer training.

1983 Assembly Bill 1024 required the public schools to hold school for at least 1,086 hours each school term rather than the existing statutory requirement of 180 days.

B. Task Forces Created

Task forces were created by Superintendent Herbert Grover, Governor Anthony Earl and UW System President Robert O'Neil to study the teaching profession, aspects of school finance, teacher education, and the quality of education in metropolitan Milwaukee public schools. Superintendent Grover's Task Force on Teaching and Teacher Education issued its final report in January 1984, the Governor's School Finance Task Force and President O'Neil's Task Force on Teacher Education are still meeting as of June 1984, and the Study Commission on the Quality of Education in Metropolitan Milwaukee Public Schools (established jointly by Governor Earl and State Superintendent Grover) was appointed in June 1984.

1. Task Force on Teaching and Teacher Education

In November 1982, Superintendent of Public Instruction Herbert Grover appointed the Task Force on Teaching and Teacher Education, representative of Wisconsin citizens and the educational profession, to undertake a thorough review of the status of teaching and teacher education in Wisconsin. Paul Hassett, president of the Wisconsin Association of Manufacturers and Commerce, was appointed chairman, and Richard Rossmiller, UW-Madison professor of educational administration, was appointed project director.

The task force issued its final report in January 1984. The following recommendations were made by the task force.

Recommendations to Attract Competent Individuals to Careers in Teaching

"A. That the department of public instruction develop and coordinate a campaign to better inform the public about education, emphasizing career opportunities in education. The campaign should include participation from education, business, service and other interested agencies and organizations.

B. That programs be developed for implementation by local school districts and by the state to improve the status of teachers so as to make teaching comparable to other professions in terms of scope of responsibilities, salary and benefit provisions, opportunity for continuing professional advancement, and support services.

C. That the department of public instruction take an active leadership role in the recruitment of able high school students and persons seeking a second career. Special efforts should be made to attract persons of diverse racial and ethnic heritage.

D. That entry level salaries of teachers be increased to make them comparable to other professions requiring similar levels of academic preparation.

E. That the state make available a low interest loan program to the best qualified students who wish to prepare for careers in teaching. Provision should be made for forgiveness of a portion of the loan for each year of employment as a teacher in Wisconsin."

Recommendations to Improve the Preparation and Performance of Teachers

"A. That teacher preparation institutions establish better communication and closer cooperation with the public schools.

B. That colleges and universities in Wisconsin establish undergraduate grade point averages for admission to and retention in teacher preparation programs at levels that will ensure that only students with high academic promise and achievement enter and complete these programs.

C. That each teacher education institution require that applicants for admission to its preparation program(s) demonstrate mastery of basic skills by passing a standardized examination approved by the State Superintendent.

D. That the liberal education (arts, humanities and sciences) component of teacher preparation programs be strengthened and the responsibility of the entire college or university for the preparation of teachers be reaffirmed.

E. That early and continuing field experience designed to acquaint potential teachers with the role of the teacher and the nature of teaching be required of all students enrolled in teacher preparation programs.

F. That all teacher preparation programs include at least one semester of full-time student teaching.

G. That the State Superintendent initiate a standarized test of knowledge of subject matter and knowledge of pedagogy as a condition for probationary licensure as a teacher in Wisconsin; that initially the data obtained be used to explore the relationship between performance on the test and the candidate's subsequent teaching performance; and that a candidate's performance on the test not be used as a basis for denying licensure until the validity of the test has been established.

H. That the State Superintendent issue a one-year license to all beginning teachers, persons beginning their first year of teaching in Wisconsin, and teachers formerly licensed in Wisconsin who do not hold a life license and who either have not taught or who have not had a performance assessment for five years or more.

I. That all first-year teachers participate in a one-year induction program under the auspices of the Department of Public Instruction and involving personnel from the local school district and an institution of higher education.

J. That programs for the preparation of school administrators be strengthened and that the skills of practicing school administrators be improved.

K. That the State Superintendent establish criteria and procedures for the regular supervision and assessment of performance of all licensed professional personnel."

Recommendations to Retain Competent Teachers

"A. That the Department of Public Instruction exercise leadership in strengthening requirements for the continuing professional development of teachers.

B. That greater opportunities for an extended term of employment be made available to teachers.

C. That a career ladder be established for Wisconsin teachers consisting of four stages — associate teacher, professional teacher, teacher specialist and career teacher — and that appropriate standards be established for entry to each level.

D. That the State of Wisconsin adopt a minimum salary of $20,000 for professional teachers to be reviewed at two-year intervals and adjusted as necessary to reflect economic trends and conditions.

E. That a statewide system of merit pay be established.

F. That school boards and administrators construct the school day so that other activities do not infringe upon classroom time or scheduled instruction and maintain conditions in the schools which facilitate effective teaching and learning.

G. That school boards, administrators, and teachers consider the specific demands and expectations associated with a subject or grade level when teacher workloads are established.

H. That school boards, administrators, and teachers work together to establish and maintain conditions in each school which utilize to the fullest the knowledge, skills, and abilities of all personnel to create an effective school.

I. That the Department of Public Instruction exercise leadership in investigating and adapting or developing existing and emerging technologies that hold promise of improving instructional programs, freeing teachers from noninstructional responsibilities, or enhancing the depth and breadth of educational opportunities available to students.

J. That provisions of the Wisconsin retirement system for teachers be improved so that they compare more favorably with the benefits provided in other states."

Additional Recommendations to Improve Teaching and Teacher Education

"A. That the Department of Public Instruction seek support for experimental and pilot programs to develop and test alternative ways of improving the quality of education.

B. That statutory requirements and administrative rules governing (1) the elementary and secondary school curriculum and (2) teacher certification and licensure be scrutinized regularly to ensure they are relevant, important, and clearly related to the knowledge and skills required of students and teachers.

C. That the State Superintendent define and establish appropriate requirements for teacher licenses at the middle/junior high school level.

D. That the Department of Public Instruction gather, maintain, and make available in timely fashion the data needed for sound policy decisions.

E. That parents recognize the important role they play in shaping the attitudes of their children and assume greater responsibility for the performance of their children and for the excellence of our schools."

2. Governor's School Finance Task Force

In October 1983, Governor Earl established the Governor's School Finance Task Force (Executive Order 30) "to examine whether the present use of general and categorical state aid to schools and the future use of such aid achieves the constitutionally stated objectives of providing schools for Wisconsin residents that are 'nearly uniform as practicable' and 'without charge for tuition to all children'". The Governor directed the task force to submit a written report of its finding to the Governor and the Superintendent of Public Instruction by October 1, 1984.

3. University of Wisconsin Task Force on Teacher Education

A University of Wisconsin teacher-education study committee, headed by Professor Joseph F. Kauffman, was appointed by University of Wisconsin President Robert O'Neil on November 10, 1983, to take a close look at teacher education programs and policies. The purpose of the 13-member task force, he said, "is to define the role and responsibilities of the institutions of the UW System in preparing educators for the State of Wisconsin and to provide information, analyses, and recommendations for fulfilling those responsibilities".

President O'Neil said he also expected the task force to do the following:

"Examine the appropriate role of the university in preparing educational professionals and the essential components of quality programs to prepare educators.

Consider UW System responsibility for continuing education for teachers and school administrators.

Recommend how the university might develop stronger partnerships with the elementary and secondary schools.

Examine current teacher education programs and their relationship to the needs of schools and other education agencies in Wisconsin.

Recommend incentives to attract gifted young persons into teaching careers."

A progress report, prepared by Chairman Kauffman, was released on April 23, 1984.

The task force studied the findings and recommendations of the various major national reports on education. It also examined the recommendations from the State Superintendent's Task Force on Teaching and Teacher Education and invited Deputy Superintendent Bowles to meet with the task force and share his views. After analyzing the data, the task force decided to focus on the role and responsibilities of the UW System. The task force organized itself into 3 subgroups to study the following 3 basic parts of the task force's charge:

"Pre-service teacher preparation, including the quality of applicants and admission standards;
Continuing education and professional development of teachers; and
Partnerships and linkages between the universities and the schools".

4. The Study Commission on the Quality of Education in Metropolitan Milwaukee Public Schools

On June 8, 1984, Governor Earl and State Superintendent Grover announced the formation of the Study Commission on the Quality of Education in Metropolitan Milwaukee Public Schools. The 27-member commission is comprised of educators, minorities, parents, and business and government representatives. The commission was charged with the following duties:

"The Commission is charged with recommending ways by which the quality of education can be improved in metropolitan Milwaukee public schools. These recommendations should be based on the findings of the study in relationship to its major goals and the expectations which citizens have for their schools. The Commission should explicitly propose objectives for the public schools in metropolitan Milwaukee and criteria for assessing whether these objectives are being met. Finally, the Commission should assess the progress or lack of progress now being made in achieving the quality of education objectives which it recommends".

Mr. George Mitchell, president of Carley Management Company, was appointed chairman of the commission. The commission was instructed to complete its work by May 30, 1985. The final written report shall be submitted to the Governor and State Superintendent not later than June 15, 1985. An interim report is to be submitted by March 25, 1985.

C. Other Recommendations

In January 1984, Governor Anthony Earl issued a spring session background paper, prepared by the State Budget Office in the Department of Administration on "Excellence in Education". In the same month, Superintendent of Public Instruction Herbert Grover issued policy issue papers on similar topics.

Table 5: Educational Recommendations of the Governor and the State Superintendent

Issue	Governor's Recommendations	State Superintendent's Recommendations
Administrator training	Create a "management training institute" managed by DPI for school administrators and principles.	Allocate $328,400 annually for operating the management institutes for administrators.
	Provide management training to approximately 25 school district administrators and 50 school principals each year.	Require academic institutions to be responsible for coordinating degree programs and credits with other state programs.
	Coordinate school management training activities between the DPI, academic institutions, and professional organizations.	Take advantage of the expertise in higher education, government, business, and other agencies to implement leadership-development programs.
Competency-based testing	Continue support of existing voluntary competency-based testing program.	Continue the current voluntary testing program as it is.
	Increase DPI testing staff to assist school district members in preparing competency tests.	Assist local school districts financially to construct their own tests based on their own local curricula.
		Use data processing-based approach to construct individualized tests.
		Provide state monies in 1985-86 budget for printing of test forms.
Computers in education	Train 3,000 teachers in 1984-85 on the use of computers in the classroom.	Provide grants in amounts ranging from $60,000 to $100,000 to CESAs for use in providing services to local school districts.
	Provide support services to the teachers and school districts on the instructional use of computers.	Institute training programs for trainers and for teachers in computer literacy.
School improvement	Require each school board to adopt a written, education excellence plan by July 1, 1985.	Require districts to develop written educational-excellence programs within one year.
	Teachers, students, parents, administrators, business and public must be involved in developing such excellence plans.	Update the programs every 4 years.
	DPI will provide assistance to school districts in developing the plans and in preparation of the education report every 4 years.	Provide school improvement resources and technical assistance to school districts and coordinate assistance between DPI, CESAs, and the university system.
Vocational education	Provide students and their parents with lists of the abilities necessary to succeed in a post-secondary vocational institution and in business.	Issue a vocational education mission statement asking every school district to develop a comprehensive, occupation-based, vocational-program plan.
	Emphasize basic skills, career awareness, employability skills, and job skills for high school students.	Develop an occupation-oriented, competency-based vocational education curriculum integrated with academic curricula and competencies.
	Develop vocational education curriculum guides responsive to industry needs, new school expectations and state graduation standards.	Establish a 15-member advisory council on economic productivity, employment, and vocational education.
		Provide school districts with labor market projections and analyses to assist in planning curricula.
		Increase the resources being devoted to provide school districts with leadership and assistance in establishing business/education partnerships.

VII. ANNOTATED BIBLIOGRAPHY*

Carnegie Foundation for Advancement of Teaching, "The Condition of Teaching, A State by State Analysis", by C. Emily Feistritzer, 1983 (372/F32).

The report analyzes changes over the past decade in population shifts, school enrollments, school finance, salaries of teachers, and certification requirements of the teaching profession.

Connecticut Department of Higher Education, Board of Governors for Higher Education, "Admission Standards: National Trends in Public Higher Education", May 1983 (377.121/C76).

The report is based on a survey of college admission standards, conducted by the Connecticut Department of Higher Education. Although all states responded to the initial survey, only 31 states responded to a follow-up preliminary draft, which asked for corrections and comments. The report provides an overview of current standards and activities that exist nationwide, reviews state-level initiatives, and addresses institutional activities.

Education Commission of the States, "State Programs of School Improvement, 1983: a 50-State Survey", by Van Dougherty, October 1983 (373.6/Ed8f).

The survey identifies the new initatives in educational improvement that the states have proposed, developed or adopted. The initiatives include curriculum improvements, increased school accreditation standards, new strategies of testing students, and initiatives specifically aimed at improving science, mathematics, and technology instruction and programs in the schools.

Education Commission of the States, "Survey of the States' Teacher Policies", Patricia Flakus-Mosqueda, October 1983 (377.168/Ed81).

The survey is presented in the form of 11 tables, which reflect the types of policies or programs in the various states. The subjects covered range from standards for teacher training programs at state institutions of higher learning to incentives for merit pay, master teacher plans and career ladders. A "highlights" section summarizes activities in the various states.

National Conference of State Legislatures, "Survey of 1983 Efforts to Improve Education", Peggy M. Siegel, November 1983.

This summary report is based on the results of a survey of the chairpersons of legislative education committees in all 50 states. The final result was 45 responses, representing 36 states. The purpose of the survey was twofold: to determine whether there were educational trends to improve education and to "obtain a profile of each state's activities across a variety of educational policies". The data emphasize state developments to improve education in the areas of curriculum and teaching.

National Conference of State Legislatures, *State Legislatures*, Special Issue, October 1983 (373.6/N214).

The main purpose of this special issue is to help policymakers understand the emerging educational issues that are facing all levels of government. The issue summarizes several of the national reports on education, discusses education's role in economic growth, examines the problems involved in financing education, and looks at public policy and pupil achievement.

United States Department of Education, "Meeting the Challenge: Recent Efforts to Improve Education Across the Nation", prepared by the staff of the National Commission on Excellence in Education, November 15, 1983 (373.6/X10).

The report notes changes in education policy and practice since publication of *A Nation at Risk*. It includes a state-by-state summary of current reform efforts, new initiatives being proposed and other educational reform activities being developed by the states.

United States Department of Education, "The Nation Responds, Recent Efforts to Improve Education", May 1984 (373.6/X14).

This report describes the response to recent studies. It summarizes state and local efforts to improve education and also contains a section which provides a state-by-state profile of recent state initiatives and a chart summarizing these initiatives.

United States Library of Congress, Congressional Research Service, "Merit Pay for Elementary and Secondary School Teachers: Background Discussion and Analysis of Issues", K. Forbis Jordan and Nancy B. Borkow, July 27, 1983 (372.5/X3).

This background discussion of merit pay describes alternatives, summarizes current and proposed programs, and analyzes evaluation and implementation implications.

---

*In addition to the publications listed in this bibliography, the Legislative Reference Bureau library collection includes educational task force reports from many states.

RECENT LEGISLATIVE REFERENCE BUREAU PUBLICATIONS

Many of the titles are still available for distribution.

Research Bulletins

RB-78-2	Product Liability. September 1978
RB-78-3	Legislation "Show and Tell": The Enactment of 1977 AB-351. December 1978
RB-78-4	Authority and Functions of the Wisconsin Legislature. December 1978
RB-80-1	The Removal of State Public Officials from Office. January 1980
RB-80-2	The Taxation and Financing of Transportation in Wisconsin. January 1980
RB-84-1	Summary of the 1983-84 Wisconsin Legislative Session: 1983 Wisconsin Acts 1 to 550. June 1984

Informational Bulletins

IB-76-4	Initiative and Referendum: Its Status in Wisconsin and Experiences in Selected States. August 1976
IB-76-6	No-Fault Auto Insurance: A Controversial Experience. June 1976
IB-76-7	Buckley v. Valeo and Wisconsin's Campaign Finance Law. June 1976
IB-76-10	The Use Of The Executive Order By Wisconsin Governors. December 1976
IB-77-1	Noise and Its Control. August 1977
IB-77-2	State Lottery Update. September 1977
IB-77-3	Regulation of Eyeglass Advertising. September 1977
IB-77-4	Educational Accountability: The Issue of Competency-Based Education. October 1977
IB-78-2	Gubernatorial Succession in Wisconsin and the Other States. January 1978
IB-78-3	The Regulation of Recombinant DNA Research. April 1978
IB-78-4	A Thumbnail History of Wisconsin Veterans' Legislation. July 1978
IB-78-6	The Documents of the Legislative Process. December 1978
IB-79-1	Public Service Commissions Today. January 1979
IB-79-3	Gasohol: State Incentives. October 1979
IB-80-1	Economic Impact Statements. January 1980
IB-80-2	Reapportionment in the 1980s: A Summary of Recent U.S. Supreme Court Decisions. January 1980
IB-80-4	Wisconsin's Outlook on Energy. September 1980
IB-80-5	The Recent History and Current Status of Abortion Law. September 1980
IB-81-2	Guidelines for Establishing Municipal Wards Following the 1980 Census of Population. March 1981
IB-81-3	Gun Control: A Look at the Various State and Federal Laws. May 1981
IB-81-4	Wisconsin Legislative Innovations. September 1981
IB-81-5	Drug Paraphernalia: State Laws and the Courts. December 1981
IB-82-1	State Tax Laws: Major New Taxes and Rate Changes Enacted by the 1947 to 1981 Wisconsin Legislatures. January 1982
IB-82-2	Not Guilty by Reason of Insanity State Legislative Alternatives. September 1982
IB-82-3	1983 Legislative Session: Fiscal Estimate Manual. November 1982
IB-82-4	How Can the L.R.B. Help You? December 1982
IB-83-1	Blueprints for Educational Reform. December 1983
IB-84-1	1983 Wisconsin Act 186 — Marital Property Act: A Compilation of Materials. May 1984
IB-84-2	Comparable Worth: The Pay Equity Issue. June 1984
IB-84-3	State Steps Toward Educational Improvement. August 1984

Wisconsin Briefs

Brief 83-2	The Story of Wisconsin in Capsule Form. September 1983
Brief 83-3	Current Trends in Teen-Age Drinking Laws. September 1983
Brief 83-4	The "Lemon" Law: Wisconsin's New Motor Vehicle Warranty Act. November 1983
Brief 83-5	Chapters Reprinted from the 1981-82 Wisconsin Statutes. December 1983
Brief 84-1	Wisconsin's Strategy to Spur Economic Development. January 1984
Brief 84-2	Wisconsin Women Legislators — A Historical List. January 1984
Brief 84-6	Wisconsin Laws Affecting the Blind, 1945-1983. May 1984
Brief 84-7	Compensation of Wisconsin Legislators 1836 to 1985. July 1984
Brief 84-8	Candidates: 1984 September Primary — September 11, 1984. July 1984
Brief 84-9	Post-1980 Reapportionment of Wisconsin's Congressional and Legislative Districts. August 1984